

# Mark Twain's Language and Varying Audiences

**TASK** 

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This module has been written with the intent of implementation before the studying of The Adventures of Huckleberry Finn. This argumentative module has been designed with four purposes in mind:

1. Allow students to read/watch a variety of online texts to determine relevant connections to an anchor text.

2. Allow students to consider the controversial language of the text.

3. Allow students to demonstrate their learning by writing an argument for or against the banning of the book with cited sources.

4. Implement ELA grade level specific standards.

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**English** 

Literacy Design Collaborative

# Section 1: What Task?

#### **Teaching Task**

#### Task Template 1 - Argumentation

Should Huckelberry Finn be banned? After researching 5 texts on the controversy of using racial slurs, write a 400-500 word Opinion Editorial in which you argue you position on whether Huck Finn should be banned. Support your position with evidence from your research.

#### Standards

# Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

### RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

# RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

# RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

# RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

# W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

# W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

# W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Texts

"PC Crowd Bans Huckleberry Finn Because Mark Twain Used 'N' Word"

There was a time when almost every schoolchild read "The Adventures of Huckleberry Finn." It is an American classic by Mark Twain, first published in 1885. How is it possible for forces in Connecticut,

Virginia, Texas and Washington, D.C., to ban the book from their curriculum?

"Huckleberry Finn a Masterpiece--Or an Insult?"

At first glance, the fight over "The Adventures of Huckleberry Finn" at Renton High School fits a conventional pattern. An outraged parent objects to her child reading a book for class that offends the family's religious, moral or political sensibilities. School district officials consider the protest, but defend the book's educational merit. The book stays, and champions of freedom of inquiry and expression applaud the decision. Except the role of unreasoning zealot doesn't quite suit Beatrice Clark or her 16-year-old granddaughter, Calista Phair

- "San Francisco Chronicle Editorial Response 1885: March 29" The action of the Concord Public Library in excluding Mark Twain's new book, "Huckleberry Finn," on the ground that it is flippant and irreverent, is absurd.
- Oprah Talks to Jay-Z" October 2009 issue of O, The Oprah Magazine (excerpt from interview) Oprah: Speaking of conversations, when I met you a few years ago, we discussed our disagreement over the use of the N word and misogynist lyrics in rap music. Do you believe that using the N word is necessary?
- **% Jay-Z on the N-word (Video)**
- % 60 Minutes: "Huckleberry Finn" and the N-word (Video)
- Huck Finn a Masterpiece--or an Insult
- San Francisco Chronicle Editorial Response
- Coprah Talks to Jay-Z
- PC Crowd Bans Huck Finn

### Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging Approaches Expectations		Meets Expectations	Advanced	
	1	2	3	4	
Controlling Idea	5		Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a <b>precise, substantive</b> claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic.	
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that <b>support</b> the claim and <b>supporting ideas</b> . <b>Consistently</b> cites sources with minor formatting errors.	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the claim and supporting ideas. Consistently cites sources <b>using appropriate format</b> .	
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument, with some incomplete reasoning or explanations.	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.	
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization.	Groups and sequences ideas to develop a cohesive argument. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole. Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.	
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes</b> <b>interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.	
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

#### **Background for Students**

This quarter is focusing on the importance of language and how it influences a society. In this module, you will learn how to read/watch a variety of texts/video clips relevant to the use of racial slurs in novels, specifically Huckleberry Finn to determine if the novel should be banned. You will:

•have read chapters 1-2 of Huckleberry Finn to get a taste of the writing style of Mark Twain

•read 4 informational texts related specifically to the controversy of racial slurs used in novels. One of those texts will be historically related, and one of those texts will be currently related.

• watch two educational video clips related to the to the controversy of racial slurs used in novels.

• write a 400-450 word editorial stating your position on whether Huckleberry Finn should be banned because of its use of racial slurs.

•cite the sources properly as used in your editorial.

#### Extension

None

# Section 2: What Skills?

### Preparing for the Task

**TASK AND RUBRIC ANALYSIS** > **TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric by stating the task in their own words and identifying the "big picture" requirements for each part of the rubric.

#### **Reading Process**

**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.

ACTIVE READING > ANNOTATION: Add your own definitAbility to read four teacher-provided sources with relevant connection to the central controversy of Huckleberry Finn. Watch two video clips with relevant connection to the central controversy of Huckleberry Finn. Ability to read, cite, and record several relevant textual evidence connected to the student-determined position on the banning of the novel. Ability to cite researched source.ion here

**POST-READING** > **CITING EVIDENCE**: Using Knightcite or Easybib, cite the four online texts as used for support of task.

#### Transition to Writing

**BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.

#### Writing Process

**INITIATION OF TASK** > **ESTABLISHING THE CONTROLLING IDEA**: Ability to establish a claim and consolidate information relevant to task.

**PLANNING > PLANNING THE WRITING**: Ability to summarize and determine the most relevant evidence from each teacher-provided source and video clips appropriate for the argumentative editorial. Ability to develop a line of thought and text structure appropriate to an argumentation task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH**: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.

**DEVELOPMENT > BODY PARAGRAPHS**: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.

**DEVELOPMENT** > **CONCLUDING PARAGRAPH**: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective. Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.

# Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparir	ng for the Task			
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric by stating the task in their own words and identifying the "big picture" requirements for each part of the rubric.	BULLETED LIST IN RESPONSE TO TASK Bulleted List: "In your own words, what are the important elements to pay attention to in constructing a good response to this teaching task?"	No Scoring	<ul> <li>Invite students to state the task in their own words.</li> <li>Invite students to identify key features of the rubric.</li> <li>Invite students to determine the conflict presented in the nonfiction anchor texts.</li> <li>Share examples of abstract students will produce (either from past students or from professional writers).</li> <li>Identify or invite students to identify key features of examples.</li> </ul>
Reading	Process			
1 hr and 30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES IN TASK LOG Notes and Annotation: Short summary for each text: "What is this source about and what does it tell me about the use of racial slurs in texts? How does it support my statement with relevant details? Make sure you have the information to do a citation when needed to avoid plagiarism."	<ul> <li>* Identifies relevant elements – facts, quotes, explanations.</li> <li>* Includes necessary citation information to support facts</li> </ul>	<ul> <li>Student will determine pro/con evidence presented in nonfiction texts for use of racial slurs in novels.</li> <li>Student will read a historical source elaborating or explaining the major controversy of Huckleberry Finn.</li> <li>Student will read a current sources elaborating or explaining the major controversy of Huckleberry Finn.</li> <li>Student will watch two online video clips elaborating of explaining the major controversy of Huckleberry Finn.</li> </ul>
Not provided	ACTIVE READING > ANNOTATION: Add your own definitAbility to read four teacher- provided sources with relevant connection to the central controversy of Huckleberry Finn. Watch two video clips with relevant connection to the central controversy of Huckleberry Finn. Ability to read, cite, and record several relevant textual evidence connected to the student-determined position on the banning of the novel. Ability to cite researched source.ion here	REFLECTIVE ENTRY Short reflective entry for each text and image: "What is the author/s perspective and bias? Identify text elements that illustrate this."	• Answers questions with credible responses and supporting elements from the texts/images.	<ul> <li>While reading and analyzing the primary and secondary sources, students should be looking for historical examples that relate to the task prompt.</li> <li>Provide citation guide and online source, such as knightcite or easy bib, and discuss why each element of citation is needed.</li> <li>Ask students to brainstorm what makes an author credible, valid, and/or worthy of study. (Do these article pass the CRAAP test, Currency, Relevance/coverage, Authority, Accuracy, Purpose/Objectivity)</li> <li>Who is the author of the document or image?</li> <li>Why did the author create the document/image? Could the author have anything to gain or lose by creating this document?</li> <li>What are some key words or parts of the document/image that reveal the author's bias?</li> <li>Read secondary source documents (History Colorado readings)</li> </ul>

				•Have students use the questions above to reflect on the secondary sources.
10 mins	POST-READING > CITING EVIDENCE: Using Knightcite or Easybib, cite the four online texts as used for support of task.	WORKS CITED ENTRIES (ONGOING) "For each text, create a works cited that explains why this work is credible, valid, and relevant to the task."	<ul> <li>Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> <li>Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	<ul> <li>* Discuss respect for others' work to assemble evidence and create texts.</li> <li>* Discuss academic penalties for stealing others thoughts and words.</li> <li>• Provide citation guide and online source, such as knightcite or easy bib, and discuss why each element of citation is needed.</li> </ul>
Transitio	on to Writing			
20 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	LIST KEY POINTS "Review the task and identify key points and information from your texts/images that will help you address the task."	No Scoring	<ul> <li>* Review the task.</li> <li>* Discussion-based strategies, such as seminar.</li> <li>* Small group discussion using teaching task.</li> </ul>
Writing	Process			
20 mins	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	SHORT RESPONSE Position statement: "Write 1-3 sentence position statement which establishes the focus and purpose of your work."	* Writes a concise summary statement or draft opening that: - Provides direct answer to main prompt. - Establishes claim or position for the paper. * Identifies key points that support development of argument.	* Offer several examples of position statements. * Ask class to discuss what makes them strong or weak. * Review the list that students created earlier to identify needed elements from skills cluster 1.
1 hr and 30 mins	PLANNING > PLANNING THE WRITING: Ability to summarize and determine the most relevant evidence from each teacher-provided source and video clips appropriate for the argumentative editorial. Ability to develop a line of thought and text structure appropriate to	OUTLINE / ORGANIZER How will you "Hold-Your- Thinking? "Use an outline or organizer based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence."	• Uses evidence from texts read and images analyzed earlier with appropriate citations.	<ul> <li>Remind students of "hold-your-thinking" strategies</li> <li>Remind students to access CRAPP strategy to determine relevance of sources.</li> </ul>

40 mins	an argumentation task. DEVELOPMENT >	INITIAL DRAFT	* Provides	* Encourage students to re-read prompt partway
	INTRODUCTORY PARAGRAPH: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.	Initial Draft: "Write an initial draft complete with opening, development, and closing; insert and cite textual evidence."	complete draft with all parts. * Supports the stated position with evidence and citations in each section.	<ul> <li>* Work with students on a logical, reasoned organization of the paper.</li> <li>* Ask students to provide their reasons for the organization of their paper.</li> </ul>
1 hr	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.	INITIAL DRAFT (LDC PROTOTYPE) Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>Encourage students to re-read prompt partway through writing, to check that they are on-track.</li> <li>Work with students on a logical, reasoned organization of the paper.</li> <li>Ask students to provide their reasons for the organization of their paper.</li> </ul>
25 mins	DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to construct an initial draft with an emerging line with cited evidence of thought and structure.	DRAFT OF THE CLOSING Draft the closing to your Opinion Editorial.	* Provides complete closing with all parts. * Supports the stated position with evidence and citations in each section.	<ul> <li>* Encourage students to re-read prompt partway through writing, to check that they are on-track.</li> <li>* Work with students on a logical, reasoned organization of the paper.</li> <li>* Ask students to provide their reasons for the organization of their paper.</li> </ul>
40 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS (LDC PROTOTYPE) Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul> <li>* Timely feedback and conferencing</li> <li>* Feedback balances support for strengths and clarity about weaknesses.</li> <li>* Peer review to provide each other with feedback of strengths and weaknesses of the paper. <ul> <li>Reference the Emotional and Social</li> </ul> </li> <li>Wellness standards in the "Teacher Work Section" for establishing guidelines in the development of a safe, inclusive work environment.</li> </ul>
	Standards:			
	<b>CCR.W.4</b> : Produce clear and audience.	r and coherent writing in whic	h the development, or	editing, rewriting, or trying a new approach. ganization, and style are appropriate to task, purpose, opics or texts, using valid reasoning and relevant and
20 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective. Ability to demonstrate command of conventions of standard English	CORRECT DRAFT (LDC PROTOTYPE) Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>

	grammar and usage; capitalization, punctuation and spelling.			
	Standards: CCR.L.2 : Demonstrate	command of the conventions	of standard English ca	apitalization, punctuation, and spelling when writing.
10 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE (LDC PROTOTYPE) Turn in your complete set of drafts, plus the final version of your piece.	• Fits the "Meets Expectations" category in the rubric for the teaching task.	None
	Standards: CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

### Instructional Resources

No resources specified

# Section 4: What Results?

# Student Work Samples

No resources specified

#### **Teacher Reflection**

Not provided

#### All Attachments

% Jay-Z on the N-word (Video) : https://s.ldc.org/u/dai1xifv3e5mb5zkshn1avohg

<sup>∞</sup> 60 Minutes: "Huckleberry Finn" and the N-word (Video) : https://s.ldc.org/u/k23budqm9kxqy49l1kfmbgr7

- Huck Finn a Masterpiece--or an Insult : https://s.ldc.org/u/77z6wrj4eydlu2y8yd2a9rjlu
- San Francisco Chronicle Editorial Response : https://s.ldc.org/u/8ecu185c7loch38pnxn7medwq
- Coprah Talks to Jay-Z : https://s.ldc.org/u/cqt6t3bkf91ixodi4od6kkdag
- PC Crowd Bans Huck Finn : https://s.ldc.org/u/5hq3e39a4gbmz8x26m6hhmqud